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ABSTRACT

Three issues of Volume 3 of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter are compiled in this publication. Issue Number 1 includes listings of: (1) training institutes; (2) the speeches delivered at the National Outlook Conference (Washington, D.C., October 1967) which are available in the ERIC system; and (3) 7 monographs prepared for the National Conference of Educational Opportunities for Mexican Americans (Austin, April 1968). Articles in issue Number 2 are "Migrant Student Record Transfer System"; "Availability of Mexican American Conference Papers"; and "New York State Center for Migrant Studies". Sixty-one documents which appeared in the June-August 1968 issues of "Research in Education" are listed. These documents pertain to American Indian and Mexican American education. Issue Number 3 focuses on the intermediate administrative unit. A 27-item bibliography of documents on the intermediate administrative unit which are in the ERIC system are cited. (NQ)

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ERIC CRESS

NEWS LETTER RETRIEVER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Volume 3, No. 1 May 1968

TRAINING INSTITUTES

The USOE plans to hold five one-week training institutes this summer for educators interested in learning more about developing and operating information processing and service centers. Training will focus on sources of information about educational research or new developments, and on: 1) acquiring educational research materials, 2) organizing materials, 3) planning and conducting reference searches and services, and 4) conducting dissemination activities.

Traineeships will be open for personnel from local school districts and state education departments, Regional Educational Laboratories, ERIC Clearinghouses, and educational materials centers. If space permits, personnel from colleges and universities will also be selected. Operational costs for the institutes will be provided under the Higher Education Act of 1965, Title II-B, and administered by the Division of Library Programs. Trainees will have to pay their own transportation and living expenses. Manuals, guidelines, reference books, and other materials used will be provided free to trainees.

Pending successful negotiations, the following universities will hold institutes on the indicated dates:

Emory University
Division of Librarianship
Atlanta, Georgia 30322
Director: A. Venable Lawson
August 18-23

Kent State University
School of Library Science
Kent, Ohio 44240
Director: Dr. Ivan Kaldor
August 26-30

Rosary College
Department of Library Science
River Forest, Illinois 60305
Director: Sr. M. Giordana
August 11-16

Simmons College
School of Library Science
300 the Fenway
Boston, Massachusetts 02115
Director: Thomas Galvin
August 4-9

University of California, Los Angeles
School of Library Service
Los Angeles, California 90024
Director: Dr. Lorraine Mathies
August 4-9

For further information and application forms, write to the institute director nearest you. The size of the institutes is limited, and, therefore it is important that application be made at the earliest possible date.

RC008601

National Outlook Conference

The presentations delivered at the National Outlook Conference (Washington, D. C., October 23-26, 1967) have been received by ERIC/CRESS. The theme of the conference was "New Prospects for Rural Youth." Beginning with this issue of The Retriever, the availability of these speeches through the ERIC Document Reproduction Service (EDRS) will be announced. These may be ordered from: EDRS, 4936 Fairmont Avenue, Bethesda, Maryland 20014

ED 014 342
Price MF-$0.25 HC-$0.24
Education in Rural America
Dr. Robert M. Isenberg
Division of Rural Education Service
National Education Association

ED 014 355
Price MF-$0.25 HC-$0.32
The Programs and Services of an Outstanding Area Vocational School
George Ramey
Mayo State Vocational-Technical School
Paintsville, Kentucky

ED 014 356
Price MF-$0.25 HC-$0.40
How a Consolidated High School Provides Better Educational Opportunities
Donald Rushing
Riverview Local School District
Warsaw, Ohio

ED 014 357
Price MF-$0.25 HC-$0.24
Mental Health Program
Mrs Ida Chamberlain
VISTA Project
Charleston, West Virginia

ED 014 358
Price MF-$0.25 HC-$0.40
Overview – Health Status and Health Services of Rural Youth
Dr. A. L. Chapman
Bureau of Planning, Evaluation and Research
Pennsylvania Department of Health

ED 014 359
Price MF-$0.25 HC-$0.40
Challenge
Dr. Raymond M. Wheeler
Charlotte, North Carolina

ED 014 360
Price MF-$0.25 HC-$0.20
Planning at the Grass Roots
Reverend Les Schmidt
Youth Section
Council of Southern Mountains
St. Bernard's Church
Gate City, Virginia

ED 014 361
Price MF-$0.25 HC-$0.52
Services and Environmental Adjustments needed by Rural Youth who move to Urban Communities
Ralph J. Ramsey
University of Kentucky
Lexington, Kentucky

ED 014 362
Price MF-$0.25 HC-$0.32
The Program and Services of an Outstanding Community College Serving a Rural Area
Walter M. Garcia
Rio Hondo Junior College
Santa Fe Springs, California

ED 014 363
Price MF-$0.25 HC-$0.76
The Status of Education and Training For Rural Youth
Dr. M. L. Cushman
School of Education
University of North Dakota
Grand Forks, North Dakota

Summer Courses

Information concerning the following courses has been received by ERIC/CRESS during the past month. Other institutions of higher learning involved in the areas of the education of Indians, Mexican-Americans, migrants, or the culturally disadvantaged are requested to submit their course offerings to the Editor for insertion in future issues of this publication.

ARIZONA STATE UNIVERSITY, TEMPE

IE 433 Guidance for the Indian Student, 3 hrs. credit. 7:40-1:10 A.M., June 17-July 19, 1968. Instructor: George A. Gill.

IE 591 Seminar (Reading Problems of Bilingual Students), 2 hrs. credit. 1:00-5:00 P.M., June 17-28, 1968. Director: Mamie Sizemore.

IE 594 Workshop (Indian Education), 6 hrs. credit. 7:40 A.M.-12 noon, July 22-August 23, 1968. Instructor: George A. Gill.

IE 511 School-Community Relations in Indian Education, 3 hrs. credit. Classes held at Parker, Arizona. Instructor: Dr. Nix.

IE 511 School-Community Relations in Indian Education, 3 hrs. credit. Classes held at Yuma, Arizona. Instructor: Mr. Derrick.

IE 498 Pro-Seminar (Introduction to the Apache Language), 3 hrs. credit. Classes held at San Carlos, Arizona. Instructor: Mr. Burney.

IE Workshop in Indian Education (Instruction and Actual Supervised Teaching at Rough Rock Demonstration School, Chinle, Arizona), 6 hrs. credit. June 9-July 20, 1968. Interested persons should contact Mr. Dillon Platero, Rough Rock Demonstration School, Chinle, Arizona 86530. Instructor: Dr. Robert A. Roessel, Jr.

Persons interested in the ASU Indian Education program and courses should contact George A. Gill, Coordinator, Indian Education Center, (I.C.A.P. Trailers), Arizona State University, Tempe, Arizona 85281.

NEW MEXICO STATE UNIVERSITY

ED 465 Teaching the Disadvantaged, 3 hrs. credit. 12:30-1:50 P.M., June 10-July 19, 1968. Instructor: Dr. Leonard Douglas. Persons interested should contact the Dean of the College of Education, New Mexico State University, Las Cruces, New Mexico 88001.

UNIVERSITY OF TEXAS AT EL PASO

ENG 3395 English for Teachers of Speakers of Other Languages. June 10-August 2, 1968. Director: Dr. Ray Past.

ED 3058-1 Seminar on Instructional Problems of Poverty Children. June 20-July 10 or July 11-July 31. Director: Dr. Thomas P. Carter.

New CRESS Director

Dr. Everett D. Edington of the California State Department of Education will become director of ERIC/CRESS June 24. He succeeds Dr. Alfred M. Potts 2d who is retiring. Dr. Potts became director of the Clearinghouse when it was initiated in July, 1966.

Dr. Edington is now director of California's Research Coordinating Unit for Vocational and Technical Education. He has been associated with Oklahoma State University and the U. S. Department of Agriculture. A 1951 graduate of the University of Arizona, the new director holds a master's from his alma mater and an Ed. D. from Pennsylvania State University. Presently national treasurer of the American Vocational Educational Research Association and chairman of the Vocational Education Research Section of the California Educational Research Conference, Dr. Edington is also a national honor member of Alpha Tau Alpha and a former vice president of that organization.

National Conference on Educational Opportunities for the Mexican-American

The first National Conference on Education Opportunities for Mexican-Americans was held in Austin, Texas, April 25-26, 1968. The major purpose of the conference was to provide information on Office of Education support for Mexican-American improvement and to demonstrate promising programs which could be readily adapted to classroom use. From all indications, the conference was successful beyond all expectations. Seven hundred and fifty educators and participants were anticipated and, according to Bill Kinniell, Conference Coordinator at SWEDL, 1061 persons attended.

The proceedings of the conference are being prepared and will be available from SWEDL as long as the supply lasts. Send all requests to:

Mr. Bill Kinniell
Southwest Educational Development Laboratory
Suite 550, Commodore Perry Hotel
Austin, Texas 78701

An annotated bibliography on Mexican-American Education was prepared by CRESS for the conference. The following monographs were also commissioned, and are available:

Anderson, James G. and William H. Johnson. *Sociocultural Determinants of Achievement Among Mexican-American Students.*

Angel, Frank. *Program Content to Meet the Educational Needs of Mexican-Americans.*

Gromatzky, Irene. *Consumer Education for Mexican-Americans.*

Smith, Marguerite. *English as a Second Language for Mexican-Americans.*

Ulibarri, Horacio. *Educational Needs of the Mexican-American.*

Wilson, Herbert B. *Evaluation of the Influence of Educational Programs on Mexican-Americans.*

The Retriever is a publication of ERIC Clearinghouse on Rural Education and Small Schools, funded under Title IV-B, Elementary and Secondary Education Department of Health, Education, and Welfare, and is located on the New Mexico State University campus. The address is ERIC Clearinghouse on Rural Education and Small Schools, Box 3-AP, University Park Branch, Las Cruces, New Mexico 88001.

ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3-AP
University Park Branch
Las Cruces, New Mexico 88001

ERIC CRESS

NEWS LETTER

Volume 3, No. 2 September 1968

THE RESPONSIBILITY IS OURS

By Everett D. Edington
Director, ERIC/CRESS

It is more important now than ever before to keep up-to-date on new advancements in our profession. Those persons charged with the responsibility of educating the youth of rural America cannot afford to be mis- or un-informed. If these young people are to take their proper place in society and be able to shoulder their share of the burden, they must have equal opportunities with other youth in the nation.

ERIC/CRESS is responsible for seeing that the latest results of educational research and development programs related to rural education are available for your use. The ERIC system provides at the fingertips of the educator the results of vast amounts of research from across the nation. Each educator should have available and use *Research in Education* to keep him informed. If the rural youth is to survive in the world of tomorrow, the educator must have the latest information today in order to provide him with a proper educational background.

AVAILABILITY OF MEXICAN AMERICAN CONFERENCE PAPERS

Demand for papers produced for the National Conference of Educational Opportunities for Mexican Americans (Austin, April 25-26, 1968) has far exceeded expectation. The papers are now all available from EDRS, and are listed in this issue of *CRESS in RIE* under the "Mexican–American Education" heading. Numbers for the papers are:

ED 016 538
ED 016 560
ED 016 561
ED 016 562
ED 016 563
ED 017 392
ED 017 394

NEW YORK STATE CENTER FOR MIGRANT STUDIES

Dr. Gloria Mattera is the director of New York's new State Center for Migrant Studies at Geneseo. The Center coordinates action with other states utilizing migrant labor, and provides New York State with consultants, conference facilities, and a development center capable of conducting studies on migrant culture. Teacher workshops held at the Center this past summer stressed migrant culture and the most effective methods and materials for working with migrant children.

The Newsletter is a publication of ERIC Clearinghouse on Rural Education and Small Schools, funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare, and is located on the New Mexico State University campus. The address is ERIC Clearinghouse on Rural Education and Small Schools, Box 3-AP, University Park Branch, Las Cruces, New Mexico 88001.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

Ralph D. Benner, Consultant
Bureau of Community Services and
Migrant Education
California State Department of
Education

A major need of migrant children, which has been recognized for many years, is a reliable and rapid means for transferring their records from school to school as they move. With the inception of Public Law 89-750, the Migrant Amendment to the Elementary and Secondary Education Act, the transfer of migrant students' school and health records was made mandatory upon participating states and school districts.

The immediate response to this mandate was the establishment of several similar systems throughout the migrant impacted states for manually transferrring these records. There were, however, differences which made the transfer of information between systems less than perfect. It was also found that the manual systems required too much repetitious clerical work and that the transfer of information was relatively slow and unreliable.

In February 1968, a meeting of twenty-one State Migrant Education Directors was held in Phoenix, Arizona to discuss the needs and problems of migrant student record standardization and transfer. As an outcome of this meeting, a ten-state standing committee was appointed to work on record design and transfer system problems on a nationwide basis.

The committee has proceeded, in cooperation with experts in the field of systems and data processing, to develop an automated record depository and transfer system, compatible with manual systems and employing a standard data base and forms.

A proposal has been completed for a system composed of a central depository and a communications network linking participating states and schools to the depository.

The student data base and record to be used by the system is the result of analysis and coordination of 47 states' information needs. The record was devloped by the record transfer standing committee, presented before a national conference of state directors of migrant education and USOE, and modified to reflect the observations of that conference. The migrant student data base is comprised of six major groupings of information as follows:

A. Patterns of mobility, family and attendance information

B. Health information

C. Special test information

D. Special interests, abilities and needs

E. Demographic data

F. Data resulting from analysis of basic student data

Items A–D above constitute the migrant student record. Items E and F are by-products of the system and are output as special reports.

The Migrant Student Transfer Record form, if completely filled in, contains a total of 1435 characters of information. These 1435 characters represent a student's cumulative academic and health history while attending four different schools. Thus, any single school will have to enter no more than 360 characters of information on each new migrant student enrolled, with the average being considerably less. This will require much less clerical effort than is required for filling out the forms now in use in the several states.

In addition to this record the system provides for a quick response "critical data record" which contains information needed immediately by the school to enroll the student.

The system provides for a computer based depository center, with student records disk housed for modified random storage and retrieval. It will provide for the updating of any item of student data (except student number).

Of primary importance in the Student Record Transfer System is a communications network which makes possible the transmission of messages of information between the depository and the schools which the migrant students attend. The network employs telephone lines, and both high speed and low speed teletype equipment. Messages are collected from schools by telephone or teletype at communication terminals, where they are relayed at high speed to the depository. Return messages are returned through the terminals back to the schools using the same network.

Implementation of the system now depends on developing cooperative funding sources and adoption of the system by the cooperating states.

NATIONAL CONFERENCE ON RURAL EDUCATION

Ridpath Hotel
Spokane, Washington
October 13–15, 1968

(Skeleton Program)

Sunday, October 13

2:00 p.m. REGISTRATION

4:00 p.m. RECEPTION

7:30 p.m. VESPERS SERVICE

Speaker. . .The Honorable Thomas Foley, U.S. Congressman, Washington's 5th District

Monday, October 14

9:00 a.m. GENERAL SESSION

"The Challenge of Education in the Emerging Rural Community". . . . The Honorable Edward R. Breathitt, Jr., Former Governor of Kentucky, Chairman, President's Committee on Rural Poverty

"How Research and Development Programs Can Help". . .An Interview with Benjamin E. Carmichael, Director, Appalachian Educational Laboratory, Inc., Charleston, West Virginia

1:30 p.m. GROUP MEETINGS

"A State Program for the Education of Children of Migrant Workers", "Utilizing Outdoor Resources in the Instructional Program". "Teaching English as a Second Language", "What Can We Expect From Our New Relationship with AASA?", "Organizational Approaches to Stengthening State Schools Programs"

5:30 p.m. BARBECUE

Tuesday, October 15

9:00 a.m. GENERAL SESSION

"Initiating Needed Change". . . . John Sandburg, Assistant Director, North–Regional Education Lab., Portland, Oregon

10:30 a.m. GROUP MEETINGS

"Education for 3-5 Year Olds", "Providing Appropriate Personnel for Small Community Schools", "Rural Community Development", "Initiating Change in Small Schools", "Initiating Cooperative Service Programs", A Particular Service Program

1:30 p.m. GROUP MEETINGS

"Education for 3-5 Year Olds", "Initiating Change in Small Schools", "Getting Maximum Benefits from Federal Funds"

3:30 p.m. BUSINESS MEETING

6:00 p.m. CONFERENCE BANQUET

9:00 p.m. COMMUNITY THEATRE

Conference Adjournment

For further information on the Conference, contact:
Dr. Lewis R. Tamblyn
Executive Secretary
Department of Rural Education, NEA
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

HAVE YOU ORDERED

Thesaurus of ERIC Descriptors (First Edition), December 1967 (OE-12031). Contains about 3,100 descriptors and is used to select terms for searching the subject indexes of all ERIC bulletins. ($2.50 from GPO)

Thesaurus of ERIC Descriptors (First Edition), Supplement No. 1, March 1968 (OE-12031-1). Adds approximately 400 new descriptors, with a rotated display of all ERIC descriptors. ($2.00 from GPO)

Research in Education Annual Index–1967 Reports. Combines the indexes to reports cited in the first 14 issues of *Research in Education.* ($3.25 from GPO)

Research in Education Annual Index–1967 Projects. Combines the indexes to projects cited in the first 14 issues of *Research in Education.* ($1.50 from GPO)

How to Use ERIC (OE-12037). A self-instructional manual on how to use ERIC. ($.20 from GPO)

IN PRESS

Research in Education: Semi-Annual Index—Reports, Jan.-June, 1968.

NEW SYMBOL FOR NEW MEXICO STATE UNIVERSITY

This *Newsletter* masthead carries for the first time a new, triangular symbol which replaces the old Zia sun symbol (which ERIC/CRESS has retained as the right-hand part of its symbol). The new symbol has been adopted to dramatize the totality of educational promise of a rapidly growing university, stratigically placed in the center of the Southwest's unique cultural environment.

The internal triangles illustrate the three functions of a Land-Grant University: teaching, research and service. Secondly, the Spanish, Indian, and Anglo cultures are joined to form one, symbolizing the unity of three related cultures that make up the traditional meaning of New Mexico. Lastly, the symbol suggests the triangulation of the campus as Interstate 10 joins with Interstate 25 in the first principal interchange of the Pan American Highway (I-25) in North America.

CRESS STAFF

Director: Everett D. Edington
Assistant Director: Carroll Hall
Acquisitions and Publications: Betty Rose D. Rios
Senior Abstractor: Charlotte Loomis
Research Associates: David Altus, Jim Heathman, David Kniefel, John Munson, Eddy VanMeter, and Stanley Wurster.
Secretaries: Aline Vaughan and Jane Musselman

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DOCUMENT AVAILABILITY

The documents listed in this issue of *CRESS in RIE* appeared in the June–August 1968 issues of RIE. Future numbers of *CRESS in RIE* will also carry announcements of documents relevant to one or more of our many areas of responsibility. Although ordering information is provided here, it is suggested that the appropriate issues of RIE be consulted for the complete resumes of these and other documents.

Copies of documents must be ordered by individual ED numbers. Payment must accompany orders totaling less than $5.00. For orders totaling less than $3.00, add $.50 for handling. In the U.S., add sales tax as applicable. Foreign orders must be accompanied by a 25 percent service charge, calculated to the nearest cent.

Hardcopy (HC) and microfiche (MF) are available from:

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

INDIAN EDUCATION

ED 015 671 SUMMARY OF RESEARCH IN EXPERIMENTAL EDUCATION. Mark Laurence Berman. Arizona State University, Tempe. 1967. 18p. MF–$0.25, HC–$0.80.

ED 015 781 KICKAPOO–NORTH CANADIAN PROJECT, 1966-67. FINAL REPORT. Suzann Keely. Oklahoma University, Norman. 1967. 134p. MF–$0.75, HC–$5.44.

ED 015 795 AN INTERDISCIPLINARY INSTITUTE FOR THE IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS OF THE SOUTHWEST. Interim Report No. 3. Darrell S. Willey. 1967. 23p. MF–$0.25, HC–$0.92.

ED 015 807 ROUGH ROCK DEMONSTRATION SCHOOL. Jack Forbes. 1967. 5p. MF–$0.25, HC–$0.20.

ED 015 810 SAN CARLOS APACHE PAPERS. Robert A. Roessel, Jr. Arizona State University, Tempe, Indian Education Center. 1964. 192p. MF–$0.75, HC–$7.68.

ED 015 811 GOOD PRONUNCIATION AND DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD. Paul Streiff, * and others. 1962. 51p. MF–$0.25, HC–$2.04.

ED 015 818 NEW APPROACH TO INDIAN EDUCATION. John F. Bryde. Holy Rosary Mission, Pine Ridge, South Dakota. 1967. 29p. MF–$0.25, HC–$1.16.

ED 016 166 A SURVEY AND ANALYSIS OF NATIVE ALASKAN ADULT EDUCATION PROGRAMS. James D. Milne. 1962. Document not available from EDRS. (This document is available from University Microfilms, Ann Arbor, Michigan, Order No. 63-3734. Microfilm $2.75. Xerography $7.40. 156p.).

ED 016 200 BIBLIOGRAPHIES OF AMERICAN INDIAN LANGUAGES. Rudolph C. Troike, Comp. 1967. 180p. MF–$0.75, HC–$7.28.

ED 016 215 NAVAJO MADE EASIER–A COURSE IN CONVERSATIONAL NAVAJO. Irvy W. Goossen. 1967. Document not available from EDRS. (This document is available from Northland Press, P.O. Box N, Flagstaff, Arizona).

ED 016 387 SOME CONSIDERATIONS IN THE EDUCATION OF INDIGENOUS GROUPS IN THE SOUTHWEST. Mark L. Berman. System Development Corporation, Santa Monica, Calif. 1965. 16p. MF–$0.25, HC–$0.72.

ED 016 434 BILINGUAL EDUCATION, RESEARCH AND TEACHING, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (4th, EL PASO, NOVEMBER 10-11, 1967). REPORTS. Chester Christian, Ed. Southwest Council of Foreign Language Teachers. 1967. 87p. MF–$0.50, HC–$3.56.

ED 016 510 INDIAN COMMUNITIES AND PROJECT HEAD START. SUMMARY AND OBSERVATIONS IN THE DAKOTAS AND MINNESOTA, TOGETHER WITH AN APPRAISAL OF POSSIBILITIES FOR A HEAD START PROGRAM AMONG THE POTAWATOMI INDIANS OF KANSAS. Murray L. Wax, * and Others. 1967. 65p. MF–$0.50, HC–$2.68.

ED 016 529 THE WARRIOR DROPOUTS. Rosalie H. Wax. Washington University, St. Louis, Mo. 1967. 8p. MF–$0.25, HC–$0.40.

ED 016 537 EDUCATION ACROSS CULTURES. Miles V. Zintz. 1963. Document not available from EDRS. (This book is available from William C. Brown Company, Inc., Dubuque, Iowa).

ED 016 552 THE DEVELOPMENT OF APPROPRIATE INSTRUCTIONAL UNITS AND RELATED MATERIALS ON RACIAL AND CULTURAL DIVERSITY IN AMERICA. FINAL REPORT. John S. Gibson. 1967. 508p. MF–$2.00, HC–$20.48.

ED 016 554 UNDERSTANDING–SANTO DOMINGO'S RX FOR THE "CULTURAL SHOCK." Rebecca Lopez. New Mexico Education Association, Santa Fe. (This article appears in the New Mexico School Review, April 1967, pp. 12-14, 40). 1967. 4p. MF–$0.25, HC–$0.24.

ED 016 557 TEACHING ENGLISH TO ALASKA NATIVES. Lee H. Salisbury. 1966. 18p. MF–$0.25, HC–$0.80.

ED 016 558 THE INDIAN CHILD IN THE CLASSROOM. Veda Stone 1964. 7p. MF–$0.25, HC–$0.36. (This article appears in the *Journal of American Indian Education*, Vol. 3, No. 3, May 1964, pp. 13-19.

ED 016 559 EFFECTIVE EDUCATION TO MEET SPECIAL NEEDS OF NATIVE CHILDREN. Robert L. Bennett, * L. Madison Coombs. 1964. 5p. MF–$0.25, HC–$0.28. (The article appears in the *Journal of American Indian Education*. Vol. 3, No. 3, May 1964, pp. 21-25).

ED 017 349 KEYS TO INDIAN EDUCATION. Elmer Nix. 1962. 51p. MF–$0.25, HC–$2.12.

ED 017 350 EDUCATION FOR THE ADULT INDIAN COMMUNITY. Robert A. Roessel, Jr. 1964. 338p. MF–$1.50, HC–$13.60.

ED 017 355 PICTURE TAKING–ONE METHOD OF DISCOVERING COMMUNICATION CHANNELS. Mary Lou Skinner. 1966. Document not available from EDRS. (This article appears in *The International Journal of Health Education*, Vol. 2, No. 2. 1966).

ED 017 358 CROSS-CULTURAL COMMUNICATION AND DRAMATIC RITUAL. Lee H. Salisbury. 1967. Document not available from EDRS. (The complete book, *Communication-Concepts and Perspectives*, edited by Lee Tnayer, of which this is chapter 4, is available from Spartan Press (Macmillan), Washington, D.C.).

ED 017 360 AMERICAN INDIAN EDUCATION CONFERENCE, USE OF EDUCATIONAL WEAPONS IN THE WAR ON POVERTY (6th, ARIZONA STATE UNIVERSITY, MARCH 12-13, 1965). Karl Menninger, * and Others. 1965. 71p. MF–$0.50, HC–$2.92.

ED 017 361 INDIAN UNITY. J. E. Officer. 1964. 8p. MF–$0.25, HC–$0.40. (This article appears in the *Journal of American Indian Education*, Vol. 3, No. 3, May 1964, pp. 1-8).

ED 017 362 THE DIVISION OF INDIAN EDUCATION OF THE NEW MEXICO STATE DEPARTMENT OF PUBLIC INSTRUCTION TO THE BUREAU OF INDIAN AFFAIRS. ANNUAL REPORT, 1966-1967. Charles S. Owens. 1967. 44p. MF–$0.25, HC–$1.84.

ED 017 382 THE RIGHT TO BE WRONG AND THE RIGHT TO BE RIGHT. Robert A. Roessel, Jr. 1968. 6p. MF–$0.25, HC–$0.32. (It also appears in the *Journal of American Indian Education*, Vol. 7, No. 2, January 1968, pp. 1-6).

ED 017 383 MINNESOTA CHIPPEWA INDIANS, A HANDBOOK FOR TEACHERS. Dean A. Crawford, and Others. 1967. 114p. MF–$0.50, HC–$4.64.

ED 017 391 CALIFORNIA INDIAN EDUCATION, REPORT OF THE FIRST ALL-INDIAN STATEWIDE CONFERENCE ON CALIFORNIA INDIAN EDUCATION. Jack D. Forbes. AD HOC Committee on California Indian Education, Modesto. 1967. 87p. MF–$0.50, HC–$3.56.

MEXICAN–AMERICAN EDUCATION

ED 015 795 AN INTERDISCIPLINARY INSTITUTE FOR THE IN–SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH–SPEAKING PUPILS OF THE SOUTHWEST. INTERIM REPORT NO. 3. Darrell S. Willey. 1967. 23p. MF–$0.25, HC–$0.92.

ED 015 796 READINGS FOR UNDERSTANDING SOUTHWESTERN CULTURE. Lyle Saunders, * and Others. 1963. 79p. MF–$0.50, HC–$3.16.

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ERIC CRESS

NEWS LETTER

Volume 3, No. 3 December 1968

THE INTERMEDIATE ADMINISTRATIVE UNIT

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The changing nature of local school districts and the ever-increasing educational demands of our modern complex society have brought about many questions regarding appropriate organization for public education. The fact that thirty-two states have some provision for a unit of educational administration functioning between the state and local levels emphasizes the need for educators to be aware of the nature and function of the intermediate unit. Also, in recent years there has emerged an obvious trend in intermediate district restructuring which enables the intermediate unit to better fulfill its coordinating and service responsibilities.

The intermediate unit is an agency to which local districts can turn when there is need for a service which they cannot adequately or efficiently provide for themselves; its very nature permits and encourages interdistrict cooperation. Although available to all sizes of schools, the intermediate unit seems potentially most beneficial to small schools. School districts with sparse population often have difficulty providing effective programs of supplemental services. The basic purpose of these supplemental services is to enhance the teaching-learning process. Although many supplemental services could be listed, a typical list might include instructional supervision, curriculum development, programs of in-service teacher education, library services, driver education, audio-visual services, instructional supply purchasing and distribution, psychological services, guidance counseling, dental and health services, etc.[9,13,15]

In some states there have been substantial modifications of the intermediate level agency to permit its accommodation to new and changing circumstances. The limited one-county concept of the intermediate unit is deeply rooted in our educational traditions, and it is therefore natural that changes in this basic concept should evolve slowly. However, it appears that the type of intermediate unit now emerging can best be described as a regional service agency. Viewed in this context, the intermediate unit can be considered primarily a multi-county regional educational service agency. Fitzwater[25] concludes that the regional approach to restructuring is a significant trend. Wisconsin, Michigan, Nebraska, Washington, and Oregon are cited as examples of states having recent regional intermediate legislation. Pending legislation in New York, Pennsylvania, Ohio, and Oregon is also mentioned.

A review of the literature indicates that the intermediate unit is on trial, and its future uncertain. Some writers in the field of educational administration hold the belief that it does indeed have a future in the total state system of public education. For example, Emerson[24] indicates that he believes it is safe to say that the intermediate district, in most of those states which have a three-echelon system, has a very healthy future. He does, however, also indicate that some of these states need revitalization. Pennsylvania, Iowa, California, and Illinois are cited as states to watch for future developments.

One supporter of the emerging intermediate unit expresses the potential future of it in the form of a challenge by stating:

> The administrative tool that can make better education possible at less cost has been invented. It now remains for an enlightened public and a resourceful profession to put it to greater use.[27]

Differences in intermediate unit structures and operations exist and are now necessary. Rhodes[27] points out that there is probably no "best" design, no "best" operational framework, for an intermediate unit. It can only be evaluated as it contributes to and reinforces the other administrative levels of the total structure. Variations in educational programs and the circumstances in which they are provided point towards needed variation both within and among states. This variation, however, should be accompanied by services which should be of a highly specialized nature.[26]

There are many different possibilities for classifying the numerous programs and services of the intermediate unit. Rhodes describes the functions of the intermediate unit as articulative, coordinative, and supplementary.[27] All of these functions support the general philosophy of the intermediate unit which is to assist in providing equal educational opportunity for all children in the intermediate district. Much of the literature places emphasis on the supplementary service function, or more simply, the service function.[2,9,12,13,14,15,18,23,26]

The number of programs included in the classifications of programs and services is indicative of the many excellent supplementary educational services available in intermediate districts throughout the United States. Current services which are offered also give some indication of the potential and flexibility in this administrative unit. Regional educational service programs of high quality have developed and are in operation in various parts of the country, such as New York, Ohio, Michigan, Iowa, Texas, and California. These multi-district programs have developed in a variety of circumstances, and an examination and analysis of their

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organization and operation would indicate why they have been selected as prototypes.[26]

It seems that many future educational functions will require a regional approach, and this is perhaps where the future of the intermediate unit is to be found. This implies that the traditional intermediate unit must be restructured, revitalized, and expanded in programs and services if it is to perform the functions in public education for which it is intended.

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ADVISORY BOARD MEETS

The November meeting of the Advisory Board of ERIC/CRESS was held on the New Mexico State University campus. Present members of the Board are Joseph Ackerman of the Farm Foundation; Desmond L. Cook of Ohio State University; M. L. Cushman, University of North Dakota; Eugene Gonzales of the California State Department of Education; Harry R. Potter, Purdue University; Everett M. Rogers, Michigan State University; Mamie Sizemore of the Arizona Department of Public Instruction; Lewis Tamblyn, Department of Rural Education, NEA; Richard H. Wilson, Ohio State University; and Darrell S. Willey of New Mexico State University.

OUTDOOR EDUCATION

Persons interested in outdoor education should mark their calendars for these up-coming events:

April 11-15, 1969. The Council on Outdoor Education and Camping of the American Association for Health, Physical Education, and Recreation will meet during AAHPER's annual national convention in Boston. Information can be obtained from AAHPER, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

August 17-21, 1969. The annual convention of the Conservation Education Association will be held at Humboldt State College, Arcata, California. Conference director is Edward F. Dolder, Chief, Office of Conservation Education, The Resources Agency of California, 1416 Ninth Street, Sacramento, California 95814.

August 18-29, 1969. Michigan State University will again conduct a summer outdoor education workshop. Further information will be available early in 1969 from the workshop director, Julian W. Smith, College of Education, MSU, East Lansing, Michigan 48823.

NATIONAL INDIAN STUDY

Dr. Robert J. Havighurst of the University of Chicago is Director of the U.S.O.E.–sponsored National Study of American Indian Education, a three-phase study designed to gather information concerning present and past efforts in Indian Education and to offer suggestions for self-help education programs. These studies are all presently in progress.

The Extensive Study phase is being conducted by Professor Herbert Aurbach at Pennsylvania State University. The purpose is to collect and make available in a readable form the information most relevant to the education of Indians. The completed summary of this phase is expected to be ready for distribution in early 1969.

The Field Study of Selected Schools phase is focusing on approximately 25 schools or school systems in all parts of the country, including Alaska. Teams from several universities are conducting the field work. A review of the progress of the field work is being made at the end of December to provide plans for a systematic evaluation of the data. With the assistance and encouragement of the National Study, Indians are participating in several Community Self-Studies of educational practices. The National Study will serve largely as a coordination and communication center for these Indian groups. The Final Report of the National Study will be completed in 1970.

CALL FOR SUMMER SCHOOL PROGRAMS

As a service for our readers, ERIC/CRESS would like to publicize 1969 summer workshops and conferences in the areas of rural education, small schools, Mexican American education, Indian education, migrant education, and outdoor education in the March issue of the newsletter.

If you are planning any activities in these areas, please send us the workshop or conference title, the location, the dates, and the name of the person to contact for further information. Information must be received by 1 March to appear in our March newsletter.

JOURNAL INDEX TO EDUCATION

Central ERIC is in the process of completing arrangements for the publication of a monthly *JOURNAL INDEX TO EDUCATION (JIE)*. It is anticipated that entries for JIE will be taken from approximately 200-250 journals, with each monthly issue consisting of some 1,200-1,500 entries. Semi-annual and annual cumulative indexes are planned, as well as special compilations and special editions. JIE and all its by-products will provide an announcement service only; no reproductions will be available from the ERIC system. Plans are for the first issue of JIE to contain entries from journals dated January, 1969. It is anticipated that publication will begin about April or May, 1969.

CONTRIBUTORS, HELP!

Recent acquisitions efforts by the Clearinghouse have been meeting with considerable success. A goodly number of persons are beginning to regularly send along documents as they become available. We are deeply appreciative of such efforts and try to acknowledge each contribution. It is often difficult, however, to determine just who a contributor is, particularly when there are several contributors from the same organization. Please ensure that your name is either with the document or is plainly marked on the envelope so that we can express our appreciation to you.

PRICE CHANGE FOR RIE

The present annual subscription rate for 12 issues of *RESEARCH IN EDUCATION* (RIE) is $11, domestic, and $13.75, foreign. Single copies are $1.00, domestic. Effective with subscriptions received after 1 January 1969, the annual subscription rate becomes $21, domestic, and $26.25, foreign. Single copies will become $1.75, domestic. Subscriptions for RIE should be sent to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Single copies of RIE have nearly tripled in size over past months, and the additional printing costs necessitated the price raise.

Two RIE indexes are now available. Price for the 1967 *ANNUAL REPORT RESUME INDEX* is $3.25. The *JANUARY-JUNE 1968 SEMI-ANNUAL INDEX* is $3.75. These indexes are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

NFIRE

The National Federation for the Improvement of Rural Education (NFIRE) and FRIC/CRESS will conduct a conference on "Solving Educational Problems in Rural Areas" in Denver, Colorado, March 17-19, 1969. The conference will involve educators and representatives from industry, agriculture, and government from across the nation.

The major purpose of the meeting will be to become better acquainted with problems related to rural education and current research findings in this area. As a point of departure, the meeting will look at some of the major problems which were identified at the National Outlook Conference for Rural Youth, which was held October 23-26, 1967, in Washington, D.C. Emphasis will be on: (1) Occupational Education for Rural Youth; (2) Improving Opportunities in Rural America; and (3) Providing Quality Instruction in Small Rural Schools.

Officers for NFIRE are Rowan Stutz, Utah State Department of Education; John Codwell, The Southern Association for Colleges and Schools; Charles Haggerty, Oregon Small Schools Project; Walter Hartenberger, Northwestern Regional Laboratory; Charles Bitters, Texas Education Service Center; Edward Krahmer of the University of North Dakota; and Lewis Tamblyn, Department of Rural Education, NEA.

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